

CORE OBJECTIVES

LIBRARY/INFORMATION USE STANDARDS OF LEARNING

Core objectives are essential at each grade level. These skills should be emphasized each year after being introduced in kindergarten. (There is no correlation between core number and grade level.)

Core 1

The student will demonstrate responsible use of the library/information center.

Descriptive Statement: Emphasis is on citizenship, care of materials, and policies procedures.

Core 2

The student will select recreational and informational sources appropriate to his level.

Descriptive Statement: Emphasis is on choosing materials appropriate to ability, interest, and need.

Core 3

The student will participate in a variety of experiences to increase appreciation of literature.

Descriptive Statement: Emphasis is on a variety of literary forms and formats, which are introduced at appropriate grade levels.

Core 4

The student will use appropriate questioning skills to retrieve information.

Descriptive Statement: Emphasis is on the development of questioning skills.

Core 5

The student will recognize the availability of information from a variety of community resources.

Descriptive Statement: Emphasis is on public, academic, and special libraries as well as other institutions, agencies, and individuals.

Core 6

The student will demonstrate an understanding of the ownership of ideas.

Descriptive Statement: Emphasis is on respecting copyright regulations and crediting sources.

Core 7

The student will participate in a variety of media production activities.

Descriptive Statement: Emphasis is on the development of student creativity through various enrichment experiences.

KINDERGARTEN

LIBRARY INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the kindergarten objectives.

K.1 The student will explain the function of the library/information center and its personnel.

Descriptive Statement: Emphasis is on defining what a library/information center is, as well as naming the duties its personnel perform to help students and teachers.

K.2 The student will determine the main idea and sequence of events.

Descriptive Statement: Emphasis is on answering questions about the main idea and proper order of events after listening to a story.

K.3 The student will obtain information through a variety of listening experiences.

Descriptive Statement: Emphasis is on gaining knowledge by listening to nursery rhymes, fairy tales, poetry, and factual materials. Oral comprehension skills and the appreciation of literature also will be enhanced.

FIRST GRADE

LIBRARY INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the first-grade objectives.

1.1 The student will distinguish between real and make-believe.

Descriptive Statement: Emphasis is on reading and listening to stories and discriminating between that which could and could not happen in real life.

1.2 The student will recognize the parts of a book

Descriptive Statement: Emphasis is on identifying and locating the cover, spine and labeling, body, and title page of a book.

1.3 The student will identify the author, title, and illustrator.

Descriptive Statement: Emphasis is on understanding the roles of the author and illustrator in the creative process, and on the title as the name of the work.

SECOND GRADE

LIBRARY INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the second-grade objectives.

2.1 The student will identify and use the parts of a book.

Descriptive Statement: Emphasis is on identifying and using the table of contents to find required information.

2.2 The student will identify and use beginning reference sources.

Descriptive Statement: Emphasis is on alphabetizing words and utilizing guide words in reference works, such as dictionaries and encyclopedias.

2.3 The student will distinguish between fiction and nonfiction.

Descriptive Statement: Emphasis is on discriminating between books which contain factual information and those which contain fictitious stories.

2.4 The student will recognize emotional reactions and motives of story characters.

Descriptive Statement: Emphasis is on using conversation, behavior, and visual representation of story characters as clues to understanding the story.

2.5 The student will identify the periodical as a source of information.

Descriptive Statement: Emphasis is on the use of newspapers and magazines to provide information.

THIRD GRADE

LIBRARY/INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the third-grade objectives.

3.1 The student will identify the components of a bibliographic record.

Descriptive Statement: Emphasis is on identification of call number, author, title, publisher, copyright date, and number of pages.

3.2 The student will identify and differentiate among the three kinds of catalog entries.

Descriptive Statement: Emphasis is on determining whether the entry is an author, title, or subject.

3.3 The student will recognize that information and recreational sources in a library/information center are arranged according to a scientific system.

Descriptive Statement: Emphasis is on using the Dewey Decimal System, for nonfiction, and alphabetical arrangement for fiction.

3.4 The student will locate an item by using the call number.

Descriptive Statement: Emphasis is on finding the *call* number for a specific item in the catalog, and using the number to locate the item in the library /information center.

3.5 The student will use alphabetical arrangement to locate a subject in a set of general encyclopedias.

Descriptive Statement: Emphasis is on using alphabetizing skills to become more proficient and independent in locating a subject in a set of general encyclopedias.

3.6 The student will identify and select resource materials and information on a given topic.

Descriptive Statement: Emphasis is on independent selection of materials and proficiency in using the table of contents, glossary, indexes, and graphics within the selected materials.

3.7 The student will recognize that information sources are available in a variety of formats.

Descriptive Statement: Emphasis is on the identification of print and non print materials, including databases and human resources.

FOURTH GRADE

LIBRARY/INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the fourth-grade objectives.

4.1 The student will identify a folk tale, a myth, and a tall tale.

Descriptive Statement: Emphasis is on recognizing these literary forms.

4.2 The student will define biography and locate a book in the biography section.

Descriptive Statement: Emphasis is on understanding that a biography *is* a book about a person's *life* and that the biography section *is* arranged by the last name of the biographee.

4.3 The student will locate information using maps, tables, and graphs.

Descriptive Statement: Emphasis is on finding directions, using a scale to measure distances on maps and globes, and using a legend to find information, e.g., county seats, topography, and historical sites.

4.4 The student will locate information on a given topic from more than one source.

Descriptive Statement: Emphasis is on using the catalog and reference sources.

4.5 The student will recognize the importance of expressing information in his own words.

Descriptive Statement: Emphasis is on rewriting information for individual use.

FIFTH GRADE

LIBRARY/INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the fifth-grade objectives.

5.1 The student will synthesize information on a given topic from more than one source.

Descriptive Statement: Emphasis is on understanding a message, organizing a summary statement, and putting it into one's own words.

5.2 The student will compile a bibliography on a given subject.

Descriptive Statement: Emphasis is on basic bibliographic form, using print and nonprint materials.

5.3 The student will identify the difference between an abridged and an unabridged dictionary.

Descriptive Statement: Emphasis is on the broad scope of the unabridged dictionary as well as additional features, such as foreign phrases, special charts, and tables of information

5.4 The student will identify special dictionaries.

Descriptive Statement: Emphasis is on introducing students to biographical, geographical, and scientific dictionaries.

5.5 The student will locate information in an almanac, thesaurus, and atlas.

Descriptive Statement: Emphasis is on understanding the arrangement of each source and the kinds of information each provides.

5.6 The student will identify different reference sources and select the most appropriate one for a specific purpose.

Descriptive Statement: Emphasis is on selecting the most appropriate source from among encyclopedias, atlases, almanacs, and thesauri. Skills in locating information are refined as the needed information is found in the appropriate source.

5.7 The student will choose and be able to operate appropriate equipment needed to use nonprint materials.

Descriptive Statement: Emphasis on use of equipment, such as microcomputers, microform readers, filmstrip viewers, and videotape recorders.

SIXTH GRADE

LIBRARY INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the sixth-grade objectives.

6.1 The student will use the catalog to locate entries on a specific topic.

Descriptive Statement: Emphasis is on reviewing the information in an entry, the three kinds of entries, and arrangement of entries.

6.2 The student will identify retrieval tools available in other locations.

Descriptive Statement: Emphasis is on recognition of such tools as book, computer, microform catalogs, and indexes.

6.3 The student will use the index to a set of encyclopedias.

Descriptive Statement: Emphasis is on the recognition of encyclopedia indexes and the use of volume and page number to locate information.

6.4 The student will identify and use a cross reference.

Descriptive Statement: Emphasis is on the use of SEE and SEE ALSO references when found in sources such as a catalog and other indexes.

6.5 The student will use a periodical index to locate an article on a given topic.

Descriptive Statement: Emphasis is on identification of the parts of an entry needed to locate an article.

6.6 The student will identify and use the vertical file to locate information on a given topic.

Descriptive Statement: Emphasis is on the location of the *vertical* file, its organization and general content, and retrieval of information from the file.

6.7 The student will select and use appropriate reference sources to answer specific questions.

Descriptive Statement: Emphasis is on choosing the most appropriate source to find the answer. Appropriate reference sources include indexes, atlases, biographical dictionaries, encyclopedias, handbooks, dictionaries, and other standard information sources.

Previously attained location skills, such as alphabetical arrangement, guide words, and use of an index, are refined as a specific answer is sought.

SEVENTH GRADE

LIBRARY/INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the seventh-grade objectives.

7.1 The student will identify and use annotations on catalog entries and in bibliographies to aid in selecting library materials.

Descriptive Statement: Emphasis is on the purpose for which annotations are included on catalog entries and in bibliographies.

7.2 The student will recognize the importance of taking notes from a variety of written, oral, and audiovisual materials.

Descriptive Statement: Emphasis is on writing quick, concise word clues from books, nonprint materials, and spoken information with enough detail to reconstruct the idea later.

7.3 The student will acknowledge copyright laws.

Descriptive Statement: Emphasis is on respecting copyright regulations and crediting sources of information.

7.4: The student will identify various types of fiction.

Descriptive Statement: Emphasis is on recognizing mystery, science fiction, and biographical and historical fiction.

7.5 The student will identify and use special indexes.

Descriptive Statement: Emphasis is on introducing students to indexes such as a short story index, a play index, and a poetry index.

EIGHTH GRADE

LIBRARY INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the eighth-grade objectives.

8.1 The student will recognize the scope and methods of retrieving information from newspapers.

Descriptive Statement: Emphasis is on retrieving the variety of information found in newspapers, including national, state, and local news.

8.2 The student will use a variety of materials for research, making a distinction between primary and secondary sources.

Descriptive Statement: Emphasis is on distinguishing between primary and secondary reference sources and the value of each.

8.3 The student will identify sources of career information.

Descriptive Statement: Emphasis is on print and nonprint materials, as well as human and institutional resources

NINTH GRADE

LIBRARY INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the ninth-grade objectives.

9.1 The student will recognize and use a periodical index.

Descriptive Statement: Emphasis is on reviewing the information in an entry.

9.2 The student will evaluate and use mass media as sources of information.

Descriptive Statement: Emphasis is on assessing the quality of information on radio, films, television, databases, and periodicals.

9.3 The student will research and analyze geographical information, using various reference materials and resources.

Descriptive Statement: Emphasis is on the use of such reference materials as almanacs, atlases, geographical encyclopedias, and surveys.

9.4 The student will construct an appropriate bibliographic citation.

Descriptive Statement: Emphasis is on identification of data needed to acknowledge the ownership of ideas as presented in various media.

TENTH GRADE

LIBRARY INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to *this* grade. The librarian will work cooperatively with the classroom teacher to achieve the tenth-grade objectives.

10.1 The student will recognize and use special reference sources in various subject fields.

Descriptive Statement: Emphasis is on the identification of special references such as *directories*, biographical dictionaries, science encyclopedias, career materials, and government publications. Attention will be given to the arrangement of each reference source and the kinds of information each contains.

10.2 The student will identify online databanks as retrieval systems.

Descriptive Statement: Emphasis is on commercial databanks such as THE SOURCE, BRS, and DIALOG.

ELEVENTH GRADE

LIBRARY INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the eleventh-grade objectives.

11.1 The student will identify microforms as a storage format.

Descriptive Statement: Emphasis is on the use of microforms and microform equipment to store and to retrieve information.

11.2 The student will locate and use additional specialized reference sources.

Descriptive Statement: Emphasis is on advanced reference sources such as Facts on *File*, *Social* Issues Resource Series, Social Sciences Index, Humanities Index, or the multiple *online* sources accessible through DIALOG/BRS/THE SOURCE.

11.3 The student will identify and use community resources.

Descriptive Statement: Emphasis is on human resources, *different* types of libraries and other institutional sources of information.

11.4 The student will synthesize information from multiple sources to prepare a research report.

Descriptive Statement: Emphasis *is* on collecting, organizing, analyzing, interpreting, synthesizing, and documenting information from primary and secondary sources.

11.5 The student will acknowledge copyright regulations.

Descriptive Statement: Emphasis is on reviewing copyright regulations and on consistently crediting oral or *written* sources of information.

TWELFTH GRADE

LIBRARY INFORMATION USE STANDARDS OF LEARNING OBJECTIVES

Core skills 1-7 should be presented in a manner appropriate to this grade. The librarian will work cooperatively with the classroom teacher to achieve the twelfth-grade objectives.

12.1 The student will demonstrate proficiency in information gathering skills.

Descriptive Statement: Emphasis is on locating information from a variety of primary and secondary sources.

12.2 The student will recognize the strengths, weaknesses, and impact of various media.

Descriptive Statement: Emphasis is on becoming a more sophisticated and discriminating user of information.

12.3 The student will recognize alternative systems for organizing and accessing information.

Descriptive Statement: Emphasis is on such systems as Library of Congress subject headings and classification.